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FALL 2007

Newsletter

For alumni and friends of Lehigh University's College of Education

It's Time for Football and Friends

OCTOBER 20 AT GOODMAN STADIUM

Please join us for the College's annual fall tent party. This year's event will be held on Saturday, October 20th, beginning at 11:00 A.M., outside of Goodman Stadium before the Lehigh versus Holy Cross game.

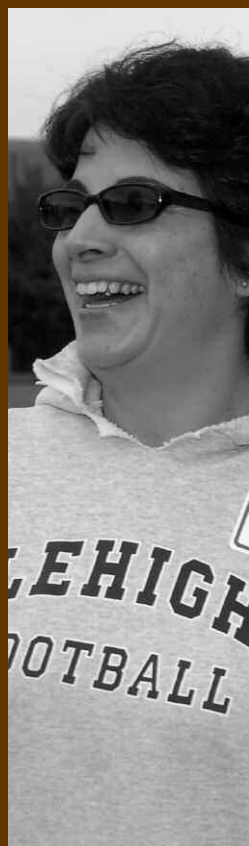
Each year, the tent party attracts a growing number of College alumni - from 45 the first year to more than 225 in 2006. This is a great opportunity to meet up with former teachers, classmates and friends!

We hope you will bring your children to meet Holly Jolly the Clown!

RSVP

The Tent Party is free but we need to know if you are coming. Please RSVP by October 15th by e-mail at coalumni@lehigh.edu or by calling 610-758-3226.

To purchase football tickets call 610-758-GAME, or stop by the box office before kickoff. For more information, check our Web Site: www.lehigh.edu/education



Lutz Named Interim COE Dean

THIS HIGHLY RESPECTED FACULTY MEMBER WILL CONTINUE TO GUIDE THE COLLEGE OF EDUCATION TO SUCCESS.

By B. Doherty

J. Gary Lutz, Ed.D. '69

will serve as interim dean of the College of Education through the Spring 2008 semester. Lutz was named interim dean in May, replacing Sally A. White, who served as dean and professor at Lehigh for six years. The appointment of Lutz, a proven leader who has spent three-and-a-half decades teaching at Lehigh, to guide the college and its programs was



announced by Lehigh Provost Mohamed S. El-Aasser. "Dr. Lutz is highly regarded among the Lehigh community for his thoughtful demeanor, and his wise counsel and expertise have proved invaluable on the many committees, task forces and university councils that he has served on throughout the years," says El-Aasser. "He is an exemplary leader whose contributions to Lehigh and to the College of Education are appreciated by one and all, and we're confident that, under his leadership, the college will continue to raise its national profile for innovative and ground-breaking educational research."

Lutz is excited about the challenges of his new role. "The faculty, staff, and students of our college are outstanding at what they do. I'm very much looking forward to helping facilitate their continuing efforts," says Lutz. Lutz received three separate degrees from Lehigh—a B.S. in engineering physics in 1965, a master's degree in education in 1968 and then a doctorate in educational research in 1969. In addition to providing data analytic support for a wide variety of research endeavors within the College of Education, Lutz has published in the area of univariate and multivariate statistical modeling, with particular attention to model unification and post-hoc optimization. He has also developed and published a number of special purpose computational units as well as stand-alone statistical programs. Lutz is an expert in the field of educational research methodology and is the author and co-author of numerous articles whose topics range from applied human subject studies to multivariate statistical theory.

Message

FROM THE INTERIM DEAN

Welcome to the Fall 2007 edition of the College of Education newsletter! As usual, we want to share with you the most recent news and happenings from the College. In addition to a change in format, you will also find some new features in this edition such as an "alumni spotlight", as well as a message from our University Alumni Association about the various services that they have available for you.

You will read about the ground-breaking research we are doing in the field of ADHD; our students' experience in a Native American community in South Dakota; the participation of school principals from Kuwait in our Educational Leadership program; a faculty, staff, and student designed school safety program for International Schools; recent honors for our Counseling Psychology program; awards and recognition for members of our College family. You will be introduced to the new members of our faculty, and you will be asked to put various upcoming COE events on your calendar.

I am enormously proud of what our College continues to accomplish, and I look forward to sharing more with you in future issues. Let us know what you like about our newsletter; let us know what you do not like about our newsletter; let us know what you would like to see in our newsletter. And let us know what you are doing. You may find yourself in an upcoming "spotlight"!

J. Gary Lutz, Ed.D.

Interim Dean



Preschool ADHD: The next critical public health concern

GEORGE DUPAUL AND LEE KERN LEAD THE "MOST AMBITIOUS" RESEARCH CONDUCTED ON NON-MEDICINE TREATMENT FOR PRESCHOOL ADHD.

By T. Yencho

The numbers are staggering. In every preschool classroom, there's a strong possibility that at least one child will be diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). And the prospects for that preschool child with ADHD don't look bright. That's because 40 percent of children who show signs of ADHD are suspended from preschool. Sixteen percent are eventually expelled. A quiet alarm in the education community is ringing, bringing attention to a disorder that is actually quite common. Estimates show that seven percent of all preschool children show signs of having the lifelong-and incurable-disorder. How well they and their families adapt to their situation is yet another question.

For the College of Education's George DuPaul, professor of school psychology, and Lee Kern, Iacocca professor of special education, preschool ADHD has long been a cause for concern. Very little research has been conducted that helps to prevent academic, behavioral and social problems related to ADHD at such an early age. But that's about to change. In collaboration with John Van Brakle, chairperson of the department of pediatrics at Lehigh Valley Hospital, DuPaul and Kern studied the disorder in the preschool and home environments of 135 children between the ages of three and five. Common ADHD treatments at that age include the use of medication, an approach that can be helpful under certain circumstances. The problem is that these psychotropic treatments are becoming more popular while other non-medicinal solutions have yet to be fully studied, let alone implemented. That may no longer be the case.

DuPaul, Kern and their colleagues have just ended Project Achieve, a five-year study that argues that interventions are successful when treating the disorder at such an early age. The study was funded by the National Institute of Mental Health (NIMH) and is the largest study ever of its kind involving children between the ages of three and five who are at-risk for ADHD. Over the course of 70 months, the researchers charted the progress of 135 students with symptoms of ADHD. They evaluated how effective early intervention techniques were in helping children decrease their levels of defiant behavior and aggression, while enhancing their academic and social skills. Early intervention techniques include highly individualized programs that often rely on positive supports to reinforce behavior. For example, in consultation with parents and preschool teachers, Project Achieve researchers modified the environments in home and school (such as altering tasks and activities in the classroom to accommodate for ADHD students), in an effort to improve behavior. The highly-interactive techniques were presented as

alternatives to medicine. "Medication may address the symptoms, but it does not necessarily improve children's academic and social skills. And because this is a lifelong disorder, without any cure, it's important that we start understanding what tools and strategies are effective for children with ADHD at such an early age," says DuPaul. "There's simply a lack of understanding about the type of non-medicinal services that are available to preschool children and their families. Our goal is to address behavior and academic issues before they become more problematic in elementary school," he added. The results were significant. Using a variety of early intervention strategies, parents reported, on average, a 17% decrease in aggression and 21% improvement in their children's social skills. Teachers saw similarly strong results; in the classroom, there was a 28% improvement in both categories. Early literacy skills improved up to three times their baseline status.

The study suggests that a multi-tiered approach to intervention, whereby a more traditional approach to intervention is offered to children who are at-risk and more intensive services are provided to those children in greatest need, may be the most practical and cost effective strategy in helping preschoolers tackle behavioral and academic challenges. "While parents of children with ADHD usually trace the characteristic behaviors back to the preschool years, pediatricians have long questioned whether such children can accurately be identified given the overlap with normal behaviors in young children. And if so, whether any intervention that does not involve medicine can be of value," Van Brakle explains. "Project Achieve suggests that with careful assessment, such children can be accurately identified and appropriate behavioral interventions are an important part of the treatment plan."

A QUIET ALARM in the education community is ringing, bringing attention to a disorder that is actually quite common. Estimates show that seven percent of all preschool children show signs of having the lifelong-and incurable-disorder. How well they and their families adapt to their situation is yet another question.



Lights, Camera, Action

SUMMERSERVE VOLUNTEERS TRAVELED TO AN INDIAN RESERVATION IN SOUTH DAKOTA TO TEACH KIDS ABOUT FILMMAKING.

By M. King

Students from Lehigh University's SummerSERVE 2007 program taught kids at the Sioux YMCA in Dupree, South Dakota the ins and outs of making movies earlier this summer. The 10 Lehigh volunteers journeyed to the Sioux YMCA, the only YMCA on a Native American reservation, as a component of the Community Service Office's SERVE programs, which facilitate service trips all over the country allowing students to build partnerships and gain awareness of the many needs in our country.

While completing reading and math activities are beneficial to the students on the reservation, Hidayah Amin, a Fulbright scholar and a 2007 master's degree recipient in Instructional Technology from the College of Education, wanted to open the children's eyes to the world of video technology and filmmaking. "Filmmaking allows the children to have fun and be creative," Amin says, "They won't realize that they will acquire other important skills while producing their own short clips. Most of the children at the reservation are shy and reserved and filmmaking is a good outlet for them to express themselves and their ideas."

Prior to coming to the United States, Amin worked as a media producer with the Education Technology Division of the Ministry of Education in Singapore and used this experience to explain the process of making a movie, the importance of storyboarding, the roles of each participants and most importantly how to use a camera. "The reservation is located in a very isolated area. Naturally, the kids have also been isolated from much modern technology. For some, this was their first time holding a camera," says Lisa Kobayashi '08, another volunteer on the trip. When rain almost shut down the film site, the students pushed forward to complete the projects in record time. For three days, three groups of kids single-handedly wrote scripts, selected shooting locations, shot the movie using a digital video camera and edited their films using MacBook and iMovie, while adding transitions, captions and credits. With intricate stories and strict attention to detail, it's hard to tell the



*Under the guidance of Lehigh's SummerSERVE volunteers, children from the Lakota tribe in South Dakota **WROTE, SHOT AND EDITED THEIR OWN FILMS.***

students have no background in Hollywood.

"I was very impressed at how each story came together, they were all so different," Kobayashi says. "One group had this creative plot showing how one person's callous actions can cause a chain of people to hurt others. I thought it was genius for their age."

Boosting their self-esteem

The students experienced a taste of the Academy Awards when their films were showcased at the Sioux YMCA. Doting volunteers, parents and students took the place of the paparazzi as students won books and Lehigh gifts in place of golden statuettes. "It is important to show their work as it helps boost their confidence and self-esteem. Children must always be encouraged and praised especially when they deserve it," Amin says. Lisa Catullo, currently pursuing a master's degree in

secondary education and serving as the graduate assistant for the Community Service Office, said the important part of these trips are truly listening to the voice of the community and answering their needs.

"The community voice said that the members of the Lakota tribe needed college-aged students to come into the community and inspire and motivate the youth, expose them to college life as an option, and listen to and be witnesses to their oral history so we can return to our own communities and share what we witnessed and what we saw and heard" Catullo says. The students involved in the project had their own surprise for the Lehigh volunteers, using their newly acquired skills to create a video that documented their town and included interviews and a behind the scenes tour. "It's exactly what we had hoped would come out of the project," Kobayashi says.



College of Education Unveils Groundbreaking School Safety Programs

DESIGNED FOR INTERNATIONAL SCHOOLS, THE PROGRAM REDEFINES SEXUAL ABUSE AND PREVENTION EDUCATION.

By T. Yencho

When the Berlin Brandenburg International School in Berlin, Germany, sought help to create a sexual abuse and assault prevention program, the College of Education's Nick Ladany and Roger Douglas were quick to respond. Both Ladany, professor of counseling psychology, and Douglas, associate director of the Office of International Programs, were riveted by international headlines that continue to document the growing number of abuse cases involving young children. As a result, the two went to work preparing for the week-long series of seminars by researching current examples of comprehensive, K-12 sexual safety programs. They were joined in the effort by Lehigh graduate students Lauren Kulp, Clare Burgess and Shana Flicker. For all the attention that sexual abuse was getting in the media, however, they soon realized that educational outreach programs had not kept up the pace.

"No one is really doing this type of work," Ladany explains. "We haven't been able to find even one example of a comprehensive, K-12 curriculum that seriously addresses this matter."

A cultural confrontation

That may have to do with the fact that Americans are relatively uncomfortable discussing sex and sexual abuse in public forums like the classroom. Questions about what's appropriate to teach children – and who should do the teaching – continue to be left unresolved. Recent reports indicate that nearly 20 percent of all girls and upwards to 10 percent of school-aged boys experience some sort of sexual abuse. One-half of all victims are under the age of seven. "To put it simply, if 20 percent of all kids had a cold, we'd be all over it," Ladany says. "When the issue is sexual abuse, though, we tend to think of it as a private matter – which, to a large extent, it is—but we fail to explore what's at the heart of the matter." Douglas agrees. As a former principal in American International schools himself, he knows all too well that sexual abuse transcends cultures and geographic borders. "Part of a child's education is understanding his or her own environment," he says. "Having the proper outlook and access to the right kinds of resources is crucial to their development, and that's what these curriculum guidelines are all about." Sexual abuse prevention resources are readily available, but more often than not, they are targeted at a specific age. That means that students are getting a fragmented introduction to sexual abuse prevention—if they're getting any introduction at all.

An evolving curriculum

As a result, Ladany and Douglas' team developed an integrated K-12 sexual safety and abuse prevention program. It features specific curriculum created for each grade level,

along with corresponding tools and resources for counselors, teachers, parents and administrators. It was a multidisciplinary effort. College of Education faculty and students involved with the project represented disciplines spanning counseling psychology, educational leadership, special education, and teacher education. That level of collaboration resulted in a phased and holistic approach to educational programming. Essentially, the curriculum evolves along with a child's age and physical and emotional development. Children in kindergarten, for example, are introduced to "safe touches," while second graders are taught the "ask first" rule. Cyber safety is introduced to fourth graders, while sixth graders learn how to safely talk in a virtual environment. "This curriculum is a step-by-step approach that evolves along with the child and builds upon itself," explained Ladany. "Our philosophy is to create as safe an environment for children by strengthening the lines of communications between children and those they can trust." "Ideally, we hope these guidelines promote self-esteem and resilience as children learn to interact with others and in changing environments," added Douglas.

International differences

Much like their peers in American classrooms, International School students—usually children of American families living and working abroad – can experience a range of social, emotional and behavioral challenges in their educational environment. Because they are overseas in relatively unfamiliar environments, however, those challenges can be exacerbated. The Berlin program was well-received. In fact, educators from Berlin area schools were intrigued by the proposed curriculum and approached Lehigh about adapting some of the program for their schools, as well. It's one of the reasons why cultural differences associated with sexually-related issues are highlighted in the new curriculum. In Germany, for example, the pregnancy rate is five times less than in the United States. There are also up to 50 percent less reported cases of sexually transmitted diseases in Germany and its neighboring countries. Still, the problem of sexual abuse continues to exist – and, like the U.S., Germany has yet to establish a consistent way of tackling the issue. Buoyed by their success in Germany, Ladany and Douglas, as well as their colleagues from the College of Education, have now started to develop a series of school safety programs tailored specifically to the needs and cultures of American International Schools.



DR. ROGER DOUGLAS (LEFT) WITH DR. NICK LADANY (RIGHT)



When Education Transcends Cultures

EIGHTEEN KUWAITI PRINCIPALS ATTENDED THE COE EDUCATIONAL LEADERSHIP PROGRAM

By T. Yencho

Eighteen Kuwaiti principals traveled over 6,000 miles to learn that education is a universal bond. Representing two cultures that often seem so distant, both Kuwaiti and American educators share more in common than one might think. That's one of the lessons learned during an intensive three-week training institute hosted by the College of Education's educational leadership program.

"We're really having a conversation about the roles of principals, especially as instructional leaders and agents of change in schools," said Ron Yoshida, professor of educational leadership. "Here at Lehigh, we truly believe that school principals need to be transformational leaders." That's an idea at the core of the educational leadership program at Lehigh, which promotes a theory-to-practice model designed to make research and best practices more accessible to those in the educational arena.

Educational leadership

The trip to Pennsylvania was funded by the Kuwaiti Ministry of Education and was the first time that a select group of Kuwaiti principals has traveled to the United States to learn about educational leadership. While here, they participated in workshops and visited with educators from throughout the Lehigh Valley and Philadelphia. The program was designed to discuss the evolving roles of administrators in both countries. "We found that a lot of people know about Kuwait, but very few people have a sense of the culture of Kuwait. That presented a range of opportunities for us," explained Yoshida. Over the course of three weeks, the Kuwaiti delegates split their time between Lehigh's Mountaintop Campus and at various other venues including Nazareth and Bethlehem Area School Districts. The guests were also escorted to the Lehigh Carbon Intermediate Unit and spent their last day in Philadelphia at the Microsoft School of the Future and the Russell Byers Charter School. The intent was to introduce Kuwaiti and American principals to the challenges that each group faces in its respective country. "To a large extent, we share one common goal," said George White, program coordinator of the educational leadership program at Lehigh. "We want the best for our children. And as professionals, we want to exchange knowledge and learn from each other."

That they did. Led by Lehigh faculty in the College of Education, the training institute tackled such administrative topics as leadership and organizational roles, technology instruction and implementation,

special education and critical planning and curriculum design. In intimate, "world café" settings and roundtable discussions, principals who are members of the Lehigh School Study Council and their Kuwaiti counterparts talked about common challenges they share. During a trip to Philadelphia, for example, they engaged local urban principals in talking about distributive leadership – a concept involving the sharing of leadership responsibilities between multiple school leaders. They also talked with Lehigh's Centennial School on the topic of special education, positive behavioral support systems and creating learning environments in which all students can learn.

The American model

A session featuring Lehigh's School Study Council, a consortium of approximately 45 school districts spanning eastern Pennsylvania, was also a program highlight. During that meeting, the visitors saw firsthand the evolving role of administrators. In the U.S., superintendents and principals tend to have more of a leadership role in managing schools and building educational relationships than their Kuwaiti counterparts do. "In the U.S., we have a very collaborative educational model that relies on group decision-making and which is very data driven," said Yoshida. "The question is, after spending a few weeks here, is that what our Kuwaiti friends want to start embracing once they get home?"

First-year experience

It was a learning experience that left many of the visiting principals surprised. "The curriculum in the United States is related more to your lifestyle than in Kuwait," said Essa Bu-Sakher, Ph.D., a member of the Ministry of Education and program coordinator who accompanied the principals during the trip. "The activities here are completely integrated." He and his colleagues seemed particularly interested in the opportunities that American children had to participate in drama, music and athletics. But nothing came as much of a surprise as the prevalence of technology in the classroom and throughout the schools. "The internet has definitely revolutionized the world," said Bu-Sakher. "This program is for our principals to study and learn from the educational system in the U.S. I hope they see how technology is used in the schools, especially how the students use computers and laptops in the classrooms." In a few local classes, students worked on projects in which they used their iPods. "What's fun back home is

"To a large extent, we share one common goal... We want the best for our children. And as professionals, WE KNOWLEDGE AND LEARN FROM EACH OTHER."

– GEORGE WHITE, PROGRAM COORDINATOR OF THE EDUCATIONAL LEADERSHIP PROGRAM





AS PART OF A COLLEGE OF EDUCATION-SPONSORED LEADERSHIP PROGRAM, A SELECT GROUP OF KUWAITI PRINCIPALS, SEEN HERE IN FRONT OF INDEPENDENCE HALL, TRAVELED TO THE UNITED STATES.

used for learning and practical purposes here. It's an amazing thing, really," he said with a smile.

Long-term growth

The biggest challenge for those participating in the first-ever workshop will be to find ways to implement what they've learned here during their visit to Lehigh, said Bu-Sakher. But there remain other cultural issues for Kuwaitis to tackle as well. "The difficulty we have is Arabic," he explained. "Most teachers come from Arabic countries – Lebanese, Syria – because we don't have enough teachers to teach in all the schools. The Arabic language has many different accents, and it's not always easy to understand each other." "Day by day, we're discovering new things," Bu-Sakher added, noting that Kuwait's educational model is emulated among its neighbors. "Everything is going step by step. We're becoming more modern, more technology is being used, and our educational system has already begun changing for the better." The educational leadership program hosted the institute along with support from faculty from the teaching, learning, and technology program, Centennial School, and the COE Office of International programs.

The College Welcomes New Faculty & Professors of Practice!

Drawn from a pool of talented scholars and researchers from all over the country, three new faculty members and one Professor of Practice have joined the College: Dr.'s Thomas Hammond, Iveta Silova, Lanette Waddell and Alexander Wiseman.

Dr. Thomas Hammond has joined the teaching, learning, and technology program where he explores the opportunities for technology-supported social studies instruction. He is especially interested in student-created multimedia and its potential for improving student learning outcomes.

Dr. Iveta Silova has joined the new transcultural, comparative, and international education program where her research focuses on the study of globalization, democratization, and policy 'borrowing' in education.

Professor of Practice, **Dr. Lanette Waddell** has also joined the teaching, learning, and technology program where her research interests revolve around the implementation of professional development models for K-8 in-service teachers in reform mathematics.

Dr. Alexander Wiseman has joined the new new transcultural, comparative, and international education program and will serve as the program coordinator. Dr. Wiseman is interested in both comparing American education with schooling that occurs in other nations as well as investigating and understanding global trends in education. His work focuses on cross-national trends and comparative phenomena in three overlapping areas: school organization and management, schooling and the labor market, and schooling as a national project.

WANT TO EXCHANGE



Counseling Psychology Program Honored For Diversity

LEHIGH WAS ONE OF JUST THREE PROGRAMS NATIONWIDE TO RECEIVE A 2007 SUINN MINORITY ACHIEVEMENT AWARD.



REPRESENTATIVES FROM THE LEHIGH'S COUNSELING PSYCHOLOGY PROGRAM ACCEPT THE SUINN AWARD FROM DR. FREDERICK LEONG (RIGHT), AWARD COMMITTEE CHAIR FOR THE APA.

The College of Education's counseling psychology program is the latest recipient of the 2007 Suinn Minority Achievement Award, an accomplishment that pays tribute to the program's commitment to cultural inclusion. Lehigh received the award at the American Psychological Association's (APA) annual conference in San Francisco, California on August 17.

"It's an incredible honor to have received this award," says Tina Richardson, program coordinator and associate professor of counseling psychology. "The College of Education here at Lehigh has long been a champion of diversity, and we're proud that our commitment to cultural issues like social justice and equality continues to be recognized by our peers in the counseling community." This year, Lehigh is one of just three programs nationwide to earn the award, which is presented by the APA's Office of Ethnic Minority Affairs.

"In the past, we often focused on what was not being done for diversity, while failing to recognize what was being done, often quietly, by some institutions," Suinn told APA's gradPSYCH magazine earlier this year. "I wanted to call attention to, recognize and reward dedicated programs that were already proving their commitment through real actions and their own initiative." Lehigh was nominated for the 2007 award by counseling psychology students Matthew Malouf and Anju Kaduvetoor, who highlighted the program's creative initiatives in promoting diversity both in and out of the classroom. "Ethnic minority issues are effectively integrated into our curriculum in a manner that enriches our education," explains Malouf. He says that frequent discussions of multiculturalism including race and ethnicity, gender, and socio-economic issues are "not just reserved for a specific course but provide a context for all that we learn."

Lehigh's commitment to diversity extends beyond the student population. Late last year, twenty students from the program traveled to the United Nations to speak with officials about global social justice and diversity issues. "I think it reflects not only a changing world but a changing understanding of what diversity means," says Malouf. "Lehigh's counseling psychology program has a great appreciation for cultural experiences, both shared and unique, because it recognizes that oppression impacts society and mental health in complex ways that cut across all cultural lines."

...frequent discussions of multiculturalism including race and ethnicity, gender, and socio-economic issues are "not just reserved for a specific course **BUT PROVIDE A CONTEXT FOR ALL THAT WE LEARN."**

– MATTHEW MALOUF, COUNSELING PSYCHOLOGY STUDENT



When Failure Is Not An Option

WITH AN EMPHASIS ON ACADEMIC SUCCESS, PROJECT PASS IS THE LARGEST SUCH ADHD STUDY EVER CONDUCTED.

By T. Yencho

For years, children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) have been tagged as academic underachievers whose time in the classroom tends to be anything but rewarding. It's a common misperception, according to George DuPaul, professor of school psychology with Lehigh's College of Education. "People tend to think, 'If we just treat their behavioral problems, their academic problems will just go away.'" "But it doesn't work that way," he says. "ADHD demands that we look at academic achievement in an entirely different light."

Understanding ADHD

DuPaul and Asha Jitendra, professor of special education, have spent their careers researching learning disorders in school-aged children. Both know that ADHD has an enormous impact on academic functioning. That's because children with ADHD are easily distracted and may have problems being attentive, especially in an environment that is as visually stimulating as the classroom. Depending on the severity of their diagnosis, they can also be highly disruptive and have difficulty engaging their peers and teachers. Those problems lend themselves to larger social, behavioral and academic issues that can quickly become impediments to their long-term academic development.

Traditionally, research in this area has focused on ways to reduce these symptoms rather than enhance a child's academic functioning. In some circumstances, psychotropic

treatments (the use of medication) have been proven effective in helping students tackle their ADHD symptoms. Behavior modification strategies such as reward systems can also be useful in helping children learn how to sit still or how to focus. Little attention has been placed on helping children excel in the classroom, however.

Finding hope in the classroom

It's an important difference, according to DuPaul. Unfortunately, many parents and educators look at medicine or behavioral treatments without resorting to other effective options. "We wanted to look directly at interventions that were specific to academic problems and see if those could make an impact on reading and math achievement," he explained. "Both Asha and I believe that the greatest risk facing children diagnosed with this disorder is how they function in school and how, given the right tools, they can learn to become successful academic performers."

The result of their mutual interest in this area is Project PASS, a five year study funded by the National Institute of Mental Health (NIMH). The grant was awarded in 2000 at a time when the institute was starting to place more emphasis on the educational issues related to ADHD. Since it was first awarded, Project PASS has become the largest study ever conducted on school-based academic interventions for children with ADHD. Over the course of the study, DuPaul, Jitendra and their research assistants tracked the progress of 167 elementary school children who were diagnosed with – or showed symptoms of having – ADHD. A total of 204 teachers across 52 schools participated in the ground-breaking study.

This month, the results of their work were reported in a special ADHD-related issue of *The School Psychology Review*. DuPaul was also asked to write the Forward for the publication. As reported in the journal, Project PASS showed that academic interventions alone significantly helped to improve students' educational experience in such areas as reading fluency, reading comprehension, math fluency and math problem solving.

Jitendra discusses different types of interventions

Traditional medicinal or behavioral treatments aren't as effective over the long term in tackling academic difficulties. Estimates show that students with ADHD are twice as likely to fail a grade as their classmates; almost half of students diagnosed with ADHD are held back at least once by the time they reach adolescence. "Perhaps more than anything else, Project PASS showed that if you want to accelerate and enhance academic functioning, then you have to focus on providing the right kinds of academic interventions," said Jitendra. "We're simply expanding the tool box of resources

For years, children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) have been tagged as academic underachievers... "People tend to think, 'If we just treat their behavioral problems, their academic problems will just go away'... BUT IT DOESN'T WORK THAT WAY... ADHD DEMANDS THAT WE LOOK AT ACADEMIC ACHIEVEMENT IN AN ENTIRELY DIFFERENT LIGHT."

– GEORGE DUPAUL, SCHOOL PSYCHOLOGY PROGRAM

Continued on page 10



When Failure Is Not An Option (continued)

that are available to the ADHD community and addressing the problems that students already have.”

Working collaboratively with teachers and school consultants (school psychologists, for example), the team of Lehigh researchers charted the progress of two cohorts of ADHD students over the course of 18 months. Each cohort was involved in academic consultations, but one experienced a much higher and intensive level of consultation that resulted in a considerably more individualized approach. Not only were the targeted academic interventions designed to specifically address a student's weaknesses, but they were more closely monitored and based on direct feedback from the team of Lehigh consultants.

A nod to the future

The results are noteworthy, especially at a time when psychosocial treatments are coming under tight scrutiny. “As a whole group, the students did better academically. Both models were seen to be effective in addressing the academic performance of the students,” said Jitendra. Though the results indicated that academic interventions alone were well received

by the students and generally had a positive impact on their test scores and grades, there was little difference between the performances of the two cohorts. That means that a more intensive and customized approach may not be necessary to bring about effective growth in academic skills.

“As research continues to show, school-based interventions are really an integral component in strengthening the educational experience of a child with ADHD,” said DuPaul. “The depth of that intervention – and how intensive it needs to be – is still a question mark.” Jitendra believes the biggest challenge facing the acceptance of academic interventions is requiring educators to think about ADHD differently. “Our greatest challenge is simply asking people to change,” she says. “How do you motivate and encourage educators – in and out of the classroom – to change the way they engage students with ADHD?”

“It's an obstacle the ADHD community needs to address, because we really have an incredible opportunity to help students with ADHD succeed in an environment that hasn't been too friendly for them in the past,” she adds.

Alumni

BENEFITS AND SERVICES

Did you know that
**THERE ARE MANY
WONDERFUL
BENEFITS AND
SERVICES
AVAILABLE TO
YOU, FOR LIFE,**
*as a member of the
Lehigh University Alumni
Association? In upcoming
issues, I will feature a
specific benefit or service
as well as answer any
questions you may have.*

Send your questions or comments to coealumni@lehigh.edu and I will answer them as quickly as possible.

E-mail for Life

This issue's featured service is **E-mail for Life**. Launched with the Class of 2006, all undergraduate and graduate students now keep their Lehigh e-mail address for life; compliments of your Alumni Association with no cost to you.

This service is available to alumni! Alumni must fill out an online form to receive their Lehigh Identification Number (LIN), used in place of social security numbers for your protection, and a temporary password (called a PIN) in order to open an account. These numbers will be mailed to you. For security purposes, they cannot be distributed via e-mail or over the phone. During the registration process you will be asked to establish three security questions that only you know the answer to in order to create a password of your own, and you will then be assigned a Lehigh User ID.

Once you have a Lehigh User ID and password you are ready to go! Visit <http://portal.lehigh.edu> to enter the Lehigh Alumni Portal, where you can access your email, request transcripts, update your contact information and more. Access your e-mail by clicking on the e-mail icon in the upper right hand corner.

A Lehigh e-mail account allows you to forward your messages to another e-mail account, set up an alias (such as firstname.lastname@lehigh.edu) as well as vacation messages. You can manage your account settings at www.lehigh.edu/account. Best of all, you never have to notify people when you change from one provider to another, as long as your contacts are always sending e-mails to your Lehigh for Life account! So sign up for one today and show your Lehigh pride.

For more information, or to fill out the online form, go to www.lehigh.edu/alumni.

Jennifer Hunt

**Director of Marketing & Communications
Lehigh University Alumni Association**



Proof of Performance

THREE COE ALUMS HELP ASPIRING STUDENTS AND PROFESSIONALS BUILD THEIR DIGITAL PORTFOLIOS.

By T. Yencho



SOFTWARE ENTREPRENEUR JOHN TERSIGNI

“DigitallyU is a nice team – it’s a Lehigh team,” said Tersigni. “We’re having fun. Maybe that’s an important lesson; more people like posting video and watching YouTube versus building Web sites or writing Java code. Companies today are selling fun and entertainment.”

“What can I say? With DigitallyU, we seemed to strike the right balance between value and fun.”

Software entrepreneur **John Tersigni '04G** knows how to leave a good impression. Now he's making it easier for others to do the same. Tersigni and his colleagues, including two fellow Lehigh graduates, are on the cutting-edge of interactive technology that redefines the way college admissions and employers look at applicants. His self-marketing software is called DigitallyU, a tool through which subscribers can build multimedia broadcast portfolios to highlight their academic and professional accomplishments.

It's all about showcasing your strengths in the right light, according to Tersigni. “It all comes down to authenticity,” says Tersigni. “The idea came from listening to people talk about how they really can't convey who they are to colleges or employers. When it comes down to it, DigitallyU provides anyone the ability to be their own online news organization and show proof of their performance using broadcast media.” And that can go a long way for students and professionals looking for that extra edge, especially during a highly-competitive application process. The software not only lets you create a personal digital documentary, but it allows you to include video recommendations and multimedia milestones. Essentially, DigitallyU is helping career consultants and educational counselors change the way organizations look at applicants.

DigitallyU has unusual ties to Lehigh in that three of four of its team members have master's degrees from Lehigh. Along with Tersigni, former aircraft mechanic **Jeremy Wischusen**, a talented multimedia developer who also spent time in South Korea teaching English, and **Tiedan Huang**, an interface designer who is currently working towards a doctorate in educational leadership at the College of Education, graduated from Lehigh with M.S. degrees in 2004. Heidi Weber is the other contributor and has made a name for herself researching technology standards in post-secondary education. Tersigni is not new to the field of software development. In 1987, he started Mercantile Software Systems, Inc., one of the first companies in the United States to offer a complete customer relationship management (CRM) solution for Fortune 500 companies. Ten years after its founding, Mercantile was acquired by Harte-Hanks Communications Inc., a publicly-traded direct and targeted marketing provider with offices in North and South America, Europe, Asia, and Australia. At Harte-Hanks, Tersigni was a senior vice president of marketing and sales. It was during that time when Tersigni turned to Lehigh to advance his understanding and learn more about the evolving role of multimedia technology in the marketplace. “I had just sold a software company that I founded back in 1987. Prior to enrolling, I read a lot about the financial success of online learning companies and universities using multimedia for learning, training and communication,” he said. “I thought Lehigh would provide me with new product ideas with a broadcast media focal point.”

That new outlook has opened some unexpected doors for Tersigni. From 2005-06, he taught entrepreneurship to full-time MBA students at the University of Pennsylvania's Wharton School; he's also conducted marketing workshops related to Wharton's prestigious Business Plan Competition and even lectured a few times at Lehigh. He also acts as an advisor to the Bear Stearns consulting organization Primary Insight, an institutional investment service that links institutional investors to subject matter experts.



School Psychology Student Wins National Award

2007 National Association of School Psychologists (NASP) Graduate Student Research Award



Ernesto Barnabas, a second-year graduate student in the School Psychology program at Lehigh University won the 2007 National Association of School Psychologists (NASP) Graduate Student Research Award. The award was created to support graduate student research, and more specifically to facilitate high quality student-initiated research that supports the mission and goals of NASP and has the potential to impact the field positively.

Special Education Student Wins Prestigious Award

American Educational Research Association Outstanding Student Research Award

Dr. Eve Puhalla, a 2007 graduate of the Special Education program at Lehigh University won the Special Education Research-SIG Outstanding Student Research Award presented by the American Educational Research Association. She accepted the award for her study "A Vocabulary Boost: Enhancing the Read Aloud Vocabulary of First-Grade Children with Supplemental Booster Instruction." The award recognizes excellence in research that represents an original, scholarly contribution to knowledge about education or related services for infants, toddlers, children, or youth with disabilities.

A Celebration of Research and Its Global Impact

An Exhibition of Student Research & Scholarship in Honor of the Inauguration of Lehigh's 13th President, Dr. Alice P. Gast



During Dr. Alice P. Gast's inauguration symposium, an exhibition of student research and scholarship was held on Thursday, April 12th which brought attention to the range and remarkable caliber of the creative projects at Lehigh. COE graduate students, Maria Cruza-Guet, Shelley J. Hosterman, Lisa A. Kensler, Stacy L. Nonnemacher, Gabriell Sacks, and Patricia J. Slagter Van Tryon, all presented their research via poster sessions at the Zoellner Arts Center.

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